DOCUMENT RESUME

ED 160 855 08 CE 018 157

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TITLE Self Validation: Putting the Pieces Together. [Leader's Handbook].
INSTITUTION Georgia State Dept. of Education, Atlanta.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 76
GRANT V0244-V2
NOTE 109p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, CE 018 163, and CE 018 339
AVAILABLE FROM Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.60)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Awareness; Career Development; Career Education; Career Planning; Educational Objectives; Faculty Development; Guidance Programs; *Human Relations; *Individual Development; *Inservice Teacher Education; Instructional Materials; Interpersonal Competence; Leaders Guides; Learning Activities; Occupational Guidance; Program Development; Program Planning; Role Perception; Secondary Education; *Self Actualization; Self Esteem; *Self Evaluation; Skills; Teacher Workshops
IDENTIFIERS *Georgia Comprehensive Career Guidance Project

ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project). The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The fifteen activities presented in this manual on self validation encourage maximum participant involvement and small group experiences. These activities relate to the students' quest for independence, identity, and confidence. More specifically, these activities are designed to help guidance team members learn more about particular psychological concepts and principles which facilitate student understanding of "self" as well as understanding of interactions with others. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, and CE 018 163.) (EM)

ED 160855

Self Validation: Putting the Pieces Together

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August 1976

CE 018 157

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare under Grant # V0244-VZ. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Acknowledgements

Special thanks are due James and Vicky Straub of the Center for Family and Individual Counseling in Columbia, Missouri for their excellent contributions to an early draft of materials related to this process-outcome area of self-validation. Also, we wish to acknowledge the high quality assistance of our typist, Ms. Linda Clyde, and of our artist, Ms. Charlotte Ingram.

Our printing team deserves mention too. The Vocational Education Materials Center of the University of Georgia is staffed by a great bunch of people who turn out substantial quantities of high quality work. Supervised by Dr. Harmon Fowler of the College of Education and coordinated by Buddy Seymour the team consists of Larry Autry and Vella McClain. We are thankful to have had the opportunity to work with such a fine group of professionals in this project.

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TIMETABLE OF TRAINING ACTIVITIES

Activity		Approximate Time Allocations
1	Three Things I Like About Myself	10 minutes
1-A	(Optional) Gripes and Likes	15 minutes
2	Parent-Child-Adult Word Association	30 minutes
3	Roles to Play	20 minutes
4	Roles I Play	30 minutes
5	Role Playing	1-2 hours
6	I Can't/I Won't	40 minutes
7	Push Button	15 minutes
8	Favorite Self-Defeating Thought/Emotion	50 minutes
9	Transactions	30-60 minutes
10	Flashback - My Transactions	15 minutes
11	Game Playing	30 minutes
11-A	(Optional) Reflective Listening Exercise	30 minutes
11-B	(Optional) Reflective Listening Demonstration	30 minutes
11-C	(Optional) Reflective Listening Triads	30 minutes
12	Block Chart	40 minutes
13	Change Contract	30 minutes
14	Establishing Relevance	60 minutes
15	Program Development	2-3 hours

Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAM

GRADES 7-12

The goals of any one area can be best understood in the context of the complete list of goals identified in the comprehensive needs assessment study. The focus of this training manual is on the development of staff competencies in the area of Self Validation (note enclosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

STAFF DEVELOPMENT PACKAGE

This training manual on "Self Validation" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model - from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to develop of implementation strategies and plans.

"self," as well as understanding of interactions with others. Some exercises are included to enhance understanding of the theoritical base for self development. Other exercises were designed to focus on ways an individual may in the present and future interrupt historital influences that may still be operating as unrecognized determinants of thoughts, feelings, and behavior. Through these interruption processes a student gains greater control of self, thus enabling an increased sense of independence, identity, and confidence.

As a guidance team, you are asked to participate in much of this approach as though you were a student. In a sense each of you will be asked to play two roles as you proceed with the contents of this package--student and guidance team member. During the presentations, readings, discussions, and exercises try to maintain your student role. It is at the implementation stage when considering how best to help students in your particular setting achieve a sense of self-validation that your role as a guidance team member will be most helpful.

I. INTRODUCTION: SELF VALIDATION

This package originated with the student needs assessment conducted by the Georgia Career Guidance Project staff in 1975. Students indicated concern about "springing free" from historical determinants of their thoughts, behavior, and feelings, and they felt a high priority need to establish control for their own lives. This training package does not presume that students are opposed to directions from parents, teachers, and other significant adults in their lives. The assumption made, however, is that students do need to clarify for themselves what past guidance they want to incorporate in order to establish a self-ness (unity) in their lives. Additionally, students are concerned about the press of bigness in education, government, industry, and social structures. With a clear sense of self (identity) and confidence in one's ability to project one's self, and with a feeling of independence students could be better prepared for coping with the demands of responsibility interdependent participation in a complex society.

This training package was designed to acquaint guidance team members with some factors and processes that relate to a person's (students) ongoing quest for independence, identity, and confidence.

More specifically, this package was designed to help guidance team members learn more about particular psychological concepts and principles which can facilitate student understanding of

GENERAL SUGGESTIONS TO THE LEADER

1. At times throughout this module you will find brief content sections which may be used as mini-lectures, in-session or home reading assignments, or as the basis for informal discussion. Based on the needs, awareness, and skill of the group, use your own discretion in choosing which format you will implement. The total workshop format, however, should include lectures, discussions, and assigned reading for variety.
2. Many activities depend on initial participant naivete and move in a step-like progression toward awareness through experience. For this reason some activities are only briefly mentioned in the participant manual but thoroughly explained in your manual. Leader copies of these activities should be made available to participants who want to use them as resource material in their own schools.
3. You will need a roll of masking tape for Activity 14 and some newsprint or other inexpensive paper for several other activities in which lists or comments need to be recorded.
4. Activity time suggestions are only estimates. Feel free to lengthen or shorten activity duration according to the needs of the group.
5. As in all group activities, the role of leader/facilitator is crucial in this workshop. Your interest, enthusiasm, and familiarity with the material can only enhance your own and the groups experience of this module.

The brief content to follow may be used as the basis of an introductory mini-lecture to the first section of this module, or it may be used as material to be read by each participant upon completion of the introduction.

II. ME - THE SELF

A. Identity

A person's sense of identity develops very early in life. From the earliest days of infancy each of us has a name, naturally associated with our parents' background and expectations. That background and those expectations define from birth certain characteristics that come to be associated with "me." In addition to the historical identity, each of us has a sexual identity, inherently related to historical identity. Although maleness and femaleness are biological facts and naturally the most obvious characteristic of anyone's self, the acceptance or rejection of oneself as either masculine or feminine is not biologically determined--but rather psychologically influenced by how each of us is taught to feel about him/herself as a sexual person. From the earliest moments after birth a boy is tagged with a blue bracelet, wrapped in a blue blanket, and expected to cry louder, longer and be more active than his female counterpart, tagged with a pink bracelet, wrapped in a pink blanket, and expected to be softer, quieter and less active from birth.

In short, the biological me is only one part of the total me, and to become that total me both personal and sexual identity must be acknowledged, but not defined as all-controlling factors that dictate and prescribe entire lives. Each self is a function of a multiplicity of variables which include not only a historical

sense of identity, and a sexual identity, but also include a personal sense of self defined by how I feel about me and how I think the world feels about me. Our conception of self, then, is also determined by our description of ourselves as individuals and as participants in interactions with others.

ACTIVITY 1

THREE THINGS I LIKE ABOUT MYSELF

Purpose: To introduce oneself in a positive way.

Participants should divide into dyads. Each individual should then write down three things he/she likes about him/herself. After each individual has completed this, he/she should share these impressions of self with the other dyad member. The second dyad member should then share his/her list.

ACTIVITY 1

THREE THINGS I LIKE ABOUT MYSELF

This exercise should be brief and informal--and should provide a chance (1) for participants to introduce themselves to at least one other participant; and (2) for participants to acknowledge and disclose positive feelings about themselves. When dyads have completed the interaction and reassembled in the large group, you might ask for examples from the individual's lists. These examples might then be used as a lead-in to the next activity, 1A or 2.

Leader Note

Activity 1A is included as an option only because it may be appropriate for some groups, disastrous for others. Once you have assessed the mood and tone of your group as well as the familiarity among participants, you may decide to use or delete this activity.

ACTIVITY 1-A

GRIPES AND LIKES EXERCISE

Purpose: To clear the air before getting underway and to allow participants to respond personally to the workshop.

Step 1: Ask everyone to share what they are upset, angry or annoyed about with the group by shouting out when they are ready. No formal order need be imposed, only to wait until the previous person is finished. The facilitator may start the procedure to model for the others. Comments might include: "I'm really mad because my breakfast took 45 minutes to be served." "It's too pretty a day to be inside." "I don't like this room, it has ugly wallpaper." etc.

ACTIVITY 1-A

GRIPES AND LIKES EXERCISE

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Step 2: Then, ask everyone to share whay they like, feel good about, appreciate. Again, the facilitator may start off. Comments might include: "I stood in the shower for fifteen minutes this morning and I felt really good." "I'm glad to be making new friends." "I'm feeling excited about what I am learning here.", etc.

There is no need for any follow-up discussion. It is important that you maintain control for this activity, and end it in such a way that participants feel free of the past and ready to enter into a new experience.

ACTIVITY 2

PARENT-CHILD-ADULT WORD ASSOCIATION

Purpose: To acquaint individuals with the multiple roles everyone assumes.

Working in the large group, participants should brainstorm a list of associations for the three terms.

Parent	Child	Adult

ACTIVITY 2

PARENT-CHILD-ADULT WORD ASSOCIATION

Have participants suggest these as freely and honestly as possible but work on each list separately before moving to the next category. You may want to use a blackboard or large poster for recording these. When all three categories have numerous associations, discuss with the group which characteristics under each label are <u>desirable</u> feelings or behaviors. A list of associations is attached to be used as a stimulus should the group encounter difficulty with this task.

When this activity is completed, the lists should provide examples of behaviors or feelings that may be discussed as transitions into the next section, What Roles I Play.

This next section should not begin with content, but with Activity 3, which flows naturally out of Activity 2.

ASSOCIATIONS STIMULUS LISTS

Parent	Adult
superior	equal
child	understanding
expects justification	sex
loving	reality - gathering data
nurturing	mature
roles	independent
smothering	responsible
authority	freedom
discuss	flexible
controlled	creative
security	solves problems
frightening	expresses feelings appropriately
blind	decisions
rigid	behavior
compulsive	loving

Child

inferior
creative
little
questioning
smart
imagination
innocent
impulsive
immature
spontaneous
loving
insecure
demanding
self-centered
growing

conniver
dependent
fear

ACTIVITY 3

ROLES TO PLAY

Purpose: To discuss parent, child, and adult roles as different states in the same person or same interaction.

Participants, in the large group, will discuss the parent, child, adult descriptions in the lists of Activity 2.

ACTIVITY 3

ROLES TO PLAY

You may want to focus the discussion on

1. Why **parent,** adult, child act as they do?
2. What needs and expectations are associated with each of the roles?
3. Do some roles tend to elicit other role behaviors?

For each of these topics attempt to elicit from the group examples from their own experience.

When the discussion seems to have covered these points of analysis, use participant comments as a transition into the content which follows, which may be used as a mini-lecture or as reading material.

B. ROLES

To know yourself and to know how you relate to others, you must first become aware of your thoughts, feelings, and behaviors, the psychological state with which they might be associated, and how they affect others in an interaction. The terms parent, child and adult, are helpful here as labels of emotion and behavior clusters which may or may not be adaptive in varying interactions. Because all individuals assume many different roles to fit the needs of various situations, individuals may fluctuate between several roles when the need arises.

Parent Role

Parents serve as models for children but also provide an emotional climate which may be warm or cold, mild or harsh, conducive or destructive to the child's growth. Most parents are sympathetic, protective, and nurturing some of the time but critical, prejudicial, moralizing, and punitive at other times. The role of nurturing parent (NP) or critical parent (CP) is most obvious when employed with the child, but may also provide a means of response toward other adults. A doctor reassuring a patient may assume a role of parental nurturance and protectiveness and a wife may assume a sympathetic air with an overworked husband. On the other hand teachers may respond critically to a loud student and a wife may respond

punitively or with moralizing criticism to a tardy husband. At times, all individuals act, speak, gesture, and think as a parental figure.

Child Role

All individuals carry into adulthood memories of childhood emotions, impulses, and behaviors which might be described as inquisitive, affectionate, selfish, mean, playful, whining, or manipulative. Yet children are naturally self-centered and pleasure-loving, otherwise described as impulsive, untrained, and expressive. This natural child (NC) with society's modifications learns to adapt to others by developing socialization skills, such as sharing and courtesy. In this way the free child (FC) becomes the adapted child (AC).

The Free Child role might further be defined as one who seeks pleasure, explores with curiosity, and is unrestricted in his/her sensuous or aggressive behaviors. Such a Free Child role may be seen in an elderly woman licking an ice-cream cone with obvious delight, or a couple dancing all night with total disregard to time and restraints. But one may also find the Free Child role in the insensitive, bully boss in a factory, the window-breaking, rebellious student, and the adult afraid to be alone. Insensitivity, aggression, rebellion and fear are also characteristics of the Free Child.

The Adapted Child role includes a sense of the difference between right and wrong and a sense that expressiveness is

inhibited. To become adapted naturally means to become aware of other people and to learn social skills, while over-adaptation is associated with mindlessly complying, blaming, sulking, withdrawing, procrastinating; with being controlled by a parent role.

Adult Role

The Adult role includes skills to reason, evaluate stimuli, process data, gather technical information, and store information for future reference. It enables an individual to live independently and to be selective in responses used with others. To function as an adult, one must continually participate in reality testing, the process by which all individuals perceive and evaluate their current situation by relating it to stored data acquired from past experience and accumulated knowledge. Education strengthens this role because it shapes and strengthens skills in gathering, organizing and evaluating information; and experience aids in the development of this role because it provides a source of data for future reference. When the Adult role is activated, it allows one to collect and organize information, predict possible consequences, and make conscious decisions. But, it also allows an individual to function in an appropriate and sensitive way with other individuals. In other words, this role effectively incorporates appropriate child and parent-

like behaviors, thoughts, and feelings but omits the maladaptive behaviors from the child and parent roles.

ACTIVITY 4

ROLES I PLAY

Purpose: To allow participants to recognize variations of these roles in themselves.

Working individually participants should complete the following exercise by writing down, in brief note form, responses to the following situations:

Your Parent:

...Think of one thing you now do which you copied from a parent figure and perhaps repeat to your spouse, children, friends, or co-workers.

...Think of one parental message you still hear in your head and obey, fight against, or feel confused about.

Your Adult:

...Think of a recent situation where you believe you gathered facts and on the best of these facts, made a reasonable decision.

...Think of a recent situation in which you felt hostile and aggressive (or sulky, depressed, and so forth), yet were able to act reasonable and appropriately in spite of your feelings.

Your Child:

...Think of one form of manipulation you used successfully as a child that you still use.

...think of one thing you did for fun as a child that you still do.

This exercise is adapted from Born To Win by James & Jongeward (1973)

ACTIVITY 4

ROLES I PLAY

When participants have completed the written portion of this activity, they should be asked to share in the group discussion some of their personal examples. Your concluding remarks might focus on when it is appropriate to be P-like, C-like, A-like. From this you will move into Activity 5.

ACTIVITY 5

ROLE PLAYING

Purpose: To allow participants to experience and observe various roles.

In this exercise you will have the opportunity to role-play and observe the role-play of the adult, child, and parent states. The workshop leader will give further instructions and describe the situations to be used in the role playing exercises.

ACTIVITY 5

ROLE PLAYING

The following exercise will involve half of the participants in role-playing, while the other half will observe for specific language and non-verbal communication indicative of the various roles. One or two sentence situations will be read aloud by the facilitator to the role-playing participants. Role-players will respond to the situation from their assigned roles.

STEPS: 1. Divide the group in half, with role-playing participants (Group 1) in two smaller semi-circles on the inside and observers (Group 2) in a large semi-circle facing the role-players.

2. Assign half the observers the task of observing body language or non-verbals indicative of each role; assign the other observers the task of noting specific language indicative of the roles.
3. Assign each group of role-players their role. See step 10 for assignments.
4. Read the short sample situation. See step 10.
5. Allow each role-playing group approximately one minute to discuss among themselves representative responses from their particular ego-state.
6. Set up a dialogue between the two role groups by having one group initiate the dialogue and the other group

spontaneously respond. Allow for several exchanges in this matter.

7. Have each group of role-players share other responses they thought of, but did not use.

8. Ask each of the role-playing groups to share how they are feeling towards the other group and towards themselves.

9. Ask each set of observers to share with the group what they saw or heard indicative of each role.

10. Repeat for each pair of roles as charted below. You may want to use 1, 2 or all 3 of the situations depending on the needs of the group.

roles:
a. CP (Critical Parent and AC (Adapted Child)
b. NP (Nurturing Parent) and FC (Free Child)
c. A (Adult) and A (Adult)

situations:
a. A teacher has made an error and another teacher is calling attention to it.
   CP = person calling attention to error
   AC = person who made error

b. An administrator comes to work blurry-eyed and tired.
   NP = friend of the tired administrator
   FC = administrator

c. Someone with less seniority who is usually fooling around gets the promotion another person was working for.
   A = person who did not get the promotion.
   A = friend of this person

11. Have Group 1 switch to the observer roles and Group 2 switch to role-playing.

12. You may want to use one or more of the following situations (depending on the needs of the group) to allow all members to participate.

13. Repeat steps 2-9 for each pair of roles as charted below.

roles:

a.	CP (Critical Parent)	and CP (Critical Parent)
b.	AC (Adapted Child)	and AC (Adapted Child)
c.	NP (Nurturing Parent)	and NP (Nurturing Parent)
d.	FC (Free Child)	and FC (Free Child)
e.	A (Adult)	and A (Adult)

situations:

a. Your friend buys a new car, the kind you always wanted. You are talking with another friend about it.

b. You are given a deadline to meet on a paper that is extremely demanding and difficult. You are speaking with a fellow-student about it.

c. You are talking with a friend about a mutual friend who has recently been hospitalized for observation and tests.

d. It's Friday after school and Monday is a national holiday. You have just met one of your good friends.

e. You and your friend are the first to arrive at the scene of a car accident where there appears to be some injury.

The content area which follows may be used as a brief lecture or as reading material for participants.

C. ATTITUDES I HAVE THAT AFFECT ROLE SELECTION
(Why ~~can't I~~ don't I behave more adult-like?)

One of the most important variables in every individual's selection of a role is the amount of responsibility that individual is willing to take for his/her own behavior. The child feels little if any responsibility while the parent often expresses too much responsibility not only for the behavior of self, but for the behavior of others as well.

PASSIVITY VS. RESPONSIBILITY

People tend to erase themselves, their responsibility and their capacity for change. Instead of getting on with life and accepting their right to make mistakes, have opinions, be less than perfect, they are busy making excuses. They make excuses to themselves for their behavior they do not want to accept as their own, they make excuses for their thoughts they do not want to accept as their own, and they make excuses for their feelings they do not want to accept as their own.

Like little children confronted by disapproving parents, people are busy formulating excuses for not being the way they "should" be. They also go one step further and start making excuses and setting up alibis before they do anything. In fact, some get so busy making excuses and alibis, they never get around to doing anything. People learn early that they "have to answer for their behavior" and so are very busy doing just that or else making sure they won't be held accountable for omissions in their behavior.

Language is one of the common ways in which people tend to erase themselves and take the crouch of passivity. People often make statements like, "You just can't do anything to reach some of these kids today," when a more accurate sentence might be, "I don't know how to reach some of these kids and I am not willing to find out how." Another example might be, "It just

makes you so mad when the teacher acts that way, I just have to ditch school. You can't sit in the same classroom with her," when a more accurate statement might be, "I'm so mad at my teacher that I have decided not to go to her class because I do not know how to communicate with her and I'm not willing to learn."

Following is a list of some of the common words and phrases people use to erase themselves and become passive. The second list communicates the sense of responsibility for one's own behavior.

passive	responsible
I can't.....	I won't; I choose not to
I have to.....	I choose to
You or it.....	I
He/She/It makes me.....	I make myself; I choose to
I'll try.....	I doubt I'll do it; I won't do it; I don't think I will do it well enough
I need.....	I want
Why do you.....	I don't like what you do
We.....	I; I want you to
But.....	erases what is said before

People often have brainwashed themselves into believing they "can't" do many things which they can. Yet, when a person changes

his/her language pattern to one of ownership and responsibility, he/she takes the first step in owning and taking responsibility for behaviors, thoughts, and feelings. Whenever an individual owns his/her behaviors, he/she is exercising the appropriate power all people need over their own lives.

ACTIVITY 6

I CAN'T/I WON'T

Purpose: To provide participants practice in owning their own thoughts and behaviors.

The leader will explain this exercise in which you will work in dyads and move from passive non-acceptance of your verbalizations to acceptance of responsibility for those same thoughts.

ACTIVITY 6

I CAN'T/I WON'T AND I HAVE TO/I CHOOSE TO

The following exercises will involve participants working in dyads, then meeting as a large group and sharing experiences. These two exercises center on ownership of and responsibility-taking for one's behavior.

STEPS:

1. Ask participants to pair up with someone and sit facing each other, maintaining eye contact throughout the exercise.
2. (After dyads are formed) ask one person in the dyad to share a list of things in his/her day to day experience that he/she "cannot do." Have them begin each sentence with "I can't..." and fill in. Give no explanations. The listener is to keep a mental list of what is heard (no written notes). Then, switch and the listener share in the same manner as above. Have each person talk approximately 4 minutes.
3. Get the attention of the group and ask them in the same format as in step 2 to use the same "I can't" list and to substitute "I won't" at the beginning of each sentence. Offer NO explanations, rationale,

etc. simply have them say "I won't..." and fill in. Instruct them to maintain eye contact and pay attention to body posture as well as feelings. When the dyads have completed this (4 minutes)

4. Get the attention of the group and ask them in the same format as in step 2 to repeat their "I won't" list, pause and say anything else that they may think of. Give the following example or variation of:

   I can't get to places on time.
   to
   I won't get to places on time.
   to
   I won't get to places on time. I hate to be bossed around.

   (Allow 5 minutes)

5. Have the dyads form a large group and discuss the following questions and points:

   a. How did you feel when you said "I won't" and not "I can't?" Did any of you feel more powerful, stronger, more in charge of yourself? (note: frequently people will change their body posture during this exercise, from a slouch and resigned head shake during the "I can'ts" to more erect posture and deliberate head shaking. Also, often there is more laughing in a ha-ha-you-can't-make-me-do-it way when in the "I won'ts." Ask the group if they noticed these or similar changes.

   b. Most of the time, people use the phrase "I can't." meaning unable or incapable, when what they really mean is that they are able and capable. But do not want to, for whatever reason. People convince themselves that they are less able, less capable than they really are.

c. How many of you filled in after "I won't" during the last part of this exercise? Do you have more insight into the logic and reasoning of the decisions you have made about yourself?

I HAVE TO/I CHOOSE TO

STEPS: 6. In the same dyads, ask participants to share a long list of things in their day to day experience that they have to do. Begin each sentence with "I have to..." and fill in. Continue as in step 2. (Allow 4 minutes)

7. Get the attention of the group and ask them to use the same "I have to" list and substitute "I choose to..." and fill in. See steps 2 and 3. (Allow 4 minutes)

8. Get the attention of the group and ask them to repeat their "I choose to" list, pause, and say anything else that they may think of. Give the following examples or variation of:

I have to keep my job that I don't like.
to
I choose to keep my job that I don't like.
to
I choose to keep my job that I don't like .
I like to feel safe and secure.

(Allow 5 minutes)

9. Have the dyads form a large group and discuss the following questions and points:

a. Same as step 5-a.

b. Even when choices are among two undesirable routes or consequences, a choice is available. Most of the time people convince themselves that they have no choices, have no power to say yes or no, to decide.

c. Same as step 5-c. This last point will provide a ready transition into the next activity on self-control.

ACTIVITY 7

PUSH BUTTON

Purpose: To provide participants practice in owning and controlling their own emotions.

You will be asked to fantasize about several situations in which you may have found yourself. The leader will describe the type of situation on which you will need to focus. This activity will be most beneficial if you will let yourself go and attempt to mentally create a personal experience. The leader will provide further directions.

ACTIVITY 7

PUSH BUTTON

The following exercise will involve all participants working alone in the group and sharing their experience afterwards, if they are willing. This imagery exercise focuses on the power each individual has to create feelings through selective focus.

STEPS:

1. Ask each participant to put all objects they may be holding down and to get into a comfortable position where they can breathe deeply and fully. Allow 30 seconds for participants to relax and become comfortable.
2. Ask participants to close their eyes. Say in your own words or read smoothly and quietly the following:
   a. Let yourself remember an incident where you felt really good, on top of the world--perhaps an incident where you accomplished a goal, were recognized the way you like to be recognized. Let yourself be there. Feel the expression on your face, feel your body posture, feel your feelings inside. Be there. (Wait approximately 30 seconds).
   b. Now, change your focus and think of a time when you felt awful, terrible. Let yourself be there. Feel the expression on your face, feel your body posture, feel your feelings inside. Be there. (Wait approximately 30 seconds).
   c. Now, let yourself go back to and focus on that incident where you were really feeling good. Feel your feelings, let yourself be there again. (Wait approximately 20 seconds).

3. Discuss the following questions and points with the group:

   a. How many of you let yourselves mentally reexperience this experience? How many of you let yourselves go all the way through, from positive to negative to positive again?

   b. Within a matter of seconds, you changed your feelings by focusing, re-focusing and re-focusing back again. By what each of us chooses to focus on and the interpretations we put into words and actions, we decide how we will feel.

   c. Each of us pushed our own emotional buttons. We are not machines at the will of whoever or whatever might come along, but are decision and choice-makers.

   d. Facilitator may mention that if some participant stuck themselves in a negative feeling, perhaps they have some "unfinished business" or unresolved feelings there. This last point may be used as a transition into the next content area.

PURPOSIVENESS OF BEHAVIOR AND EMOTIONS

People settle into patterns of negative behaviors and emotions for a variety of reasons. These emotions which subtract or take away from a person getting on with life in an enjoyable, constructive way are often seen by the individual as being out of his/her control. On the contrary, the person is actively, but without awareness, repeating these behaviors and creating these emotions for a purpose. Emotions such as anger, fear and sorrow, when used excessively or inappropriately, especially for pity or blame, are almost always self-defeating. Confusion, forgetfulness, over-sleeping, over-eating, abusing drugs, laziness, etc. are often self-defeating and yet many people keep repeating old patterns.

The use of such old patterns may reconfirm an early decision about life, provide a way to get attention, furnish justification for maladaptive behaviors or provide an excuse for feelings of inadequacy or failure. The behavior is serving a purpose. Nothing makes people behave in self-defeating ways, except themselves. People do it for the purpose of surviving and finding a place for themselves when they are afraid for some reason to be honest and straight with themselves and others. They may fear being stupid, not prepared, preparing for an exam so that if they do not do well, their poor performance may be explained as laziness

rather than stupidity. Often such people will say to themselves "I could have done it, if I tried." If they do well, then they can brag about how smart they were to do so well without studying. This is often called buying insurance. Emotions, like other behavior, have a purpose.

Since people are often very creative, a behavior or emotion may serve more than one purpose at a time. For example, a person may use his/her depression in a number of ways at once. He/She may involve others, hoping these others will feel sorry for one with so many hardships. At the same time, he/she may use it as a good excuse for not doing as well as might be expected: after all, what can anyone expect of a person with all these problems? While all this is going on, he/she may even use it as a way of feeling special in a downtrodden way--as the song goes, "Nobody knows the trouble I've seen."

The problem occurs when a person uses behaviors and emotions in self-defeating ways. Even constructive behaviors can be self-defeating when a person uses them to avoid some area of his/her own life. If people are willing to take responsibility for their own actions, even creating the feelings and behaviors they use to block themselves, they are less likely to defeat themselves. It is usually important to determine what people are getting out of their behavior, and also important to deal with that "what" directly. For instance, a person may prefer to be called lazy

than stupid and will readily own being lazy, but laziness is not the issue, it is the fear being labeled stupid. It is important to note that emotions and behaviors may also serve to reinforce early decisions and so the purpose is to prove that early decision right. For example, the woman who plays psychological games to be hurt by men proves herself right--that men cannot be trusted and it is dangerous to get close to them.

Thus, it is important to look at what the person is using his/her emotions and self-defeating behaviors to achieve. When a person says, "If only I didn't have this problem I would be able to _____." or "If it hadn't been for _____ I would have _____.", he/she is giving a good clue about the purpose the behavior or emotion is serving. Such self-defeating behaviors and emotions can be altered because each individual can own them and take control of them.

DEALING WITH SELF-DEFEATING THOUGHTS AND EMOTIONS

There are a number of ways an individual can break up his/her pattern of self-defeating emotions. An effective approach follows.

Approach I:

With a partner go through the following steps (see form for Approach I):

1. Make a list of the ways in which you make yourself angry or depressed or scared, etc. What do you think, what do you say to yourself, what kinds of situations to you put yourself in, what do you way, not say, or do to others if they are involved?
2. What do you get out of the above? How would your life be different if you stopped? Explore in detail what goes on after. What do you say to yourself? What do others do? How do you respond? What do you say to others?
3. Once you have a good idea about what you are doing, how you are doing it, and what you are getting out of it, decide if you want to continue. If you choose to stop, consider what is the worst thing that might happen if you stop. Push this until you discover your greatest dread and then consider for yourself if it is valid in

the light of your present day life. If you believe it is, you may or may not want to change.

4. If you still want to change, make a list of what you will do differently so as not to create and use the emotions to block yourself. Look at step 1 for ideas.
5. Now, make a list of all the ways you could sabotage yourself if you wanted to.

Approach II:

The next approach is a variation of thought stopping. It is most effective after you have gone through the above steps. It is a simple approach that takes some practice to put into effect.

As soon as you become aware you are starting to create the feeling, or are perpetuating it with your thoughts, ask yourself if it is serving any constructive purpose. If it is, then take appropriate action to deal with the situation. If it is not, then ask yourself if you want to hang onto the feeling. If you do, then go ahead and enjoy it. If not, then change the focus of your attention to the here and now, becoming involved with the task at hand. If the present task is not that involving, then have a pleasant fantasy. It usually helps to select a couple of fantasies that you enjoy ahead of time. Fantasies might include taking a walk in the woods, sailing, being with a friend, etc.

Approach III:

The last approach for dealing with self-defeating thoughts is more limited, but especially good with fear. It is based on the fact that most emotional states are arousal states and are physiologically the same. That is, a person who is afraid, angry, or excited is experiencing the same physiological state. The difference is what we choose to label it in context. A good example is watching people on a roller coaster. Some are afraid of the event while others are excited. Both groups are experiencing the same situation and similar physiological arousal, but they are labeling the experience differently.

Thus, one way to deal with your emotions, especially fear, when you are putting them in your way, is by relabeling them. For example, the next time you start making yourself afraid, look around to see if there is any real and immediate danger to life or limb. If there is, take some sort of actions. If not, then let yourself experience your excitement by labeling it arousal, excitement or even a new and different experience.

ACTIVITY 8

FAVORITE SELF-DEFEATING THOUGHT/EMOTION

Purpose: To allow participants to become aware of their self-defeating thoughts and to provide alternative constructive ways of channeling these.

Complete the following worksheets, filling in the blanks as honestly and candidly as possible. When you have completed this, the leader will conduct a discussion asking you for your "favorite" self-defeating thought or emotion as well as your suggestions and others' suggestions from this worksheet for dealing with these thoughts and emotions.

ACTIVITY 8

FAVORITE SELF-DEFEATING THOUGHT/EMOTION

Allow 20 minutes for participants to complete the worksheet and then ask the group to share both their self-defeating emotions and what behaviors or thoughts (step #4) they will change in order to deal with this constructively. You might on a blackboard or poster board make two lists:

Self-defeating emotions	Suggested ways for dealing constructively with these

If group interest is maintained, a third list might be added:

How my life may change if I deal with these more constructively

When the discussion and interest seem to lag, you should conclude this session quickly with a brief summary of the attitudes covered in this section:

Personal responsibility for self

Self-erasure

Self-control

Self-defeating thoughts or emotions

This summary should provide you and participants with an opportunity to clarify or examine any questions about this section.

FORM FOR APPROACH I (Breaking up self-defeating emotions)

1. Ways I make myself _____: (fill in a self-defeating emotion, such as anger, depression, fear, sadness).

What situations I am usually in	What I think & say to myself	What I say and do/ or do not say and do to others
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.
f.	f.	f.

2. Ways my life would be different if I did not think, say and do the above behaviors:

   a. I would _____.

   b. I would _____.

   c. I would _____.

3. If I stop being _____ (from #1 above), what is the worst thing that might happen?

   a. _____ might happen if I stop.

   b. If (a) happens, what is the worst thing that might happen?

   _____

   c. If (b) happens, what is the worst thing that might happen?

   _____

d. If (c) happens, what is the worst thing that might happen?

_____

Continue with this list until the VERY WORST thing is examined.

e. If I don't get _____ (from #1), will _____ (worst thing)

still happen today in my present situation? yes ____

no ____

4. What I will do differently so I will not make myself feel _____ (from #1):

a.

b.

c.

d.

e.

f.

5. If I wanted to, I might sabotage myself by doing some or all of the following:

a.

b.

c.

d.

e.

f.

The following content area may be used in the format most effective for this group at this particular point in the workshop. Because of the technical nature of this conceptualization, a brief lecture with group participation in clarifying and defining terms might be most useful here. If this format is used, you and participants may suggest example situations from your own lives which might be explained in the terminology of transactional analysis.

III. ME AND YOU - THE SELF AND OTHERS

A. SELF AND OTHERS: A CONCEPTUALIZATION

Because no one lives in a vacuum, we are all constantly interacting with our environment and other people in it. To do this most effectively, an understanding not only of self but of others is important. Transactional analysis provides emotional and intellectual insight into ourselves and others, and thus is one way of conceptualizing interactions between people. This approach is based on several assumptions:

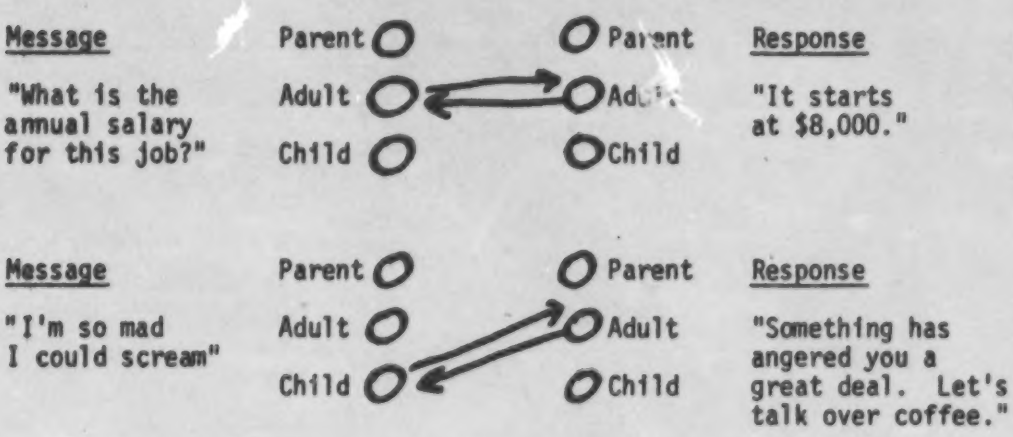
1. That any individual can think for him/herself
2. That any individual can make his/her own decisions
3. That any individual can express his/her feelings

In short, it assumes that each of us can control our own lives and that each of us can interact more honestly, openly, and therefore effectively with other people. The ultimate goal of this conceptualization is open communication between individuals who are aware of their own emotional and intellectual motives.

Anything that happens between two people will involve a transaction between them because one or both send a message and/or response. All transactions can be classified as:

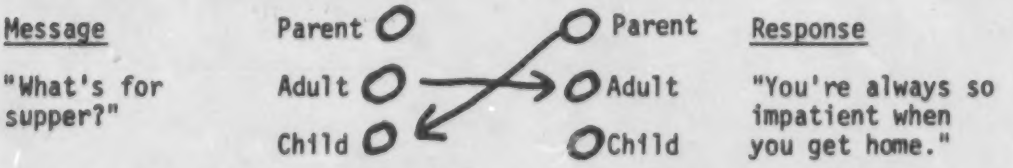
1. Complementary
2. Crossed (or)
3. Ulterior

A complementary transaction occurs when a message gets a predicted response. These are the expected and appropriate interactions for most of us in most situations, and are indictive of open lines of communication between the two interacting people. In all transactions, complementary and otherwise, the participants assume roles such as those discussed earlier: parent, adult, child. Examples of complementary transactions might be diagrammed:



In each of these transactions, communication is open because the responses given were expected and appropriate to the message.

A crossed transaction occurs when an unexpected response is made to the message. This often causes people to withdraw, sulk, and feel confused, or hurt.



Message		Response
"We have not dealt with John's bad grades yet."	Parent O → O Parent Adult O → O Adult Child O → O Child	"Who cares?"

Message		Response
"Let's leave work early today so we can catch that sale."	Parent O → O Parent Adult O → O Adult Child O → O Child	"You have a responsibility to stay at the school the full eight hours."

An ulterior transaction, the most complex type, occurs when an overt and an ulterior message are sent.

When the school librarian tells a student a new book is very difficult and for mature students only that message may be overt.

Adult O ⟶ O Adult

and it may also be ulterior, appealing to the child's sense of "I'm a grown up now."

Adult O ⟶ O Child

Similarly, when a student is continually late for class and forgetful of assignments but offers direct explanations, that student may be explaining as an adult with responsibility for his/her own behavior

Adult O ⟶ O Adult

or may be inviting, as a child invites negative attention or parental criticism

Transactions are then not only simple verbal statements, but indirect communications as well. Gestures, facial expressions, body posture and voice tone are therefore important aspects of any message and any response. What should be remembered is that in appropriate, open, health relationships people communicate or transact directly and honestly without ulterior motive or disgusted innuendo. The ultimate goal in all honest interactions is complementary transactions between individuals operating in adult roles.

ACTIVITY 9

TRANSACTIONS

Purpose: To allow participants to experience and observe transactions and thereby learn transaction types.

1. As participants divide yourselves into triads.
2. Each triad should decide upon a simple scene, a transaction--complementary, crossed, or ulterior--to enact as a charade before the remainder of the group.
3. Two of the triad members should function as actors in this role-playing while the third member responds to the observing group, asking for suggestions as to transaction type and indicating which answers are most accurate.
4. Limit your role-play and group charade guessing to 5 minutes.
5. When the group has successfully labeled the transaction, the next triad should begin, with this activity continuing until all triads have role-played their situations.

ACTIVITY 9

TRANSACTIONS

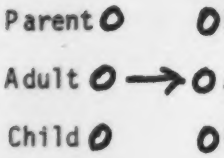
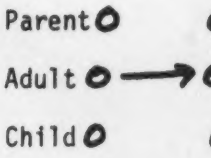
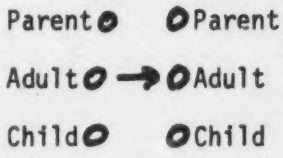
If the group is slow to respond, choose two of the more active participants and ask them to role play a student approaching a teacher to hand-in a late paper after school.

You may want to ask the group to enact the same scene several different times requesting the role players to keep one role the same while changing the other (see option 9-A). Both the initiator and responder should change roles, however, to illustrate that behavior can elicit responses; and that a listener/responder can interrupt the behavior of an initiator. This procedure also illustrates that the same stimilus may result in complementary, crossed, or ulterior transactions depending upon the specific responder or the awareness and intent of a responder.

EXERCISE 9A

(Optional)

A follow-up exercise to demonstrate different transactions from the same stimulus would be to ask each participant to write three responses to the same stimulus statement. Each of the three responses would illustrate a different type of transaction. The discussion that followed could focus on the same points as suggested for Activity 9. The format of these responses might take this form:

Complimentary Response	Crossed Response	Ulterior Response
		

A. Where is the science wing located?

B. _____ _____ _____

Individual could complete this separately, working in dyads or with the total group.

ACTIVITY 10

FLASHBACK - MY TRANSACTIONS

Purpose: To allow participants to personalize their involvement in transactions.

Think back to an interaction you had today. Try to diagram it. If you think there was an ulterior transaction that was concealed under another message include it in the diagram. Use a broken or dotted line to indicate ulterior transactions.

Share your diagram with a person near you. Describe what things happened that were pleasant or unpleasant and any wishes you have about the transaction. The listener should offer feedback from the adult state.

ACTIVITY 10

FLASHBACK - MY TRANSACTIONS

This activity after brief instructions from you should be initiated by and completed by participants themselves. You might want to circulate around the room to answer any questions or clarify any issues. Stop the interactions before group members appear to have exhausted the possibilities of each situation and ask them for any questions or clarifying points they would like to verbalize before moving on to the next section.

The following content area may be used in the format most effective for this group at this particular point in the workshop. Because the nature of the game descriptions is light and interesting, this section might be assigned as reading.

B. SELF AND OTHERS - An Interaction

When people consciously or unconsciously decide to use their roles in a series of transactions with an ulterior purpose, they are playing psychological games. Psychological games, like any games, are initiated by individuals, other individuals make programmed or expected moves, and the game progresses to a predictable ending. Unfortunately, psychological games, unlike other games, are not played for fun. Someone usually gets hurt. In transactional analysis terms, games require behavior roles such as:

1. persecutor: One who establishes strict rules, enforces them, and makes others suffer
2. victim: One who feels continually prosecuted, hurt, wronged
3. rescuer: One who, in the guise of being helpful, fosters dependence in others

These roles are legitimate if the people involved are not play-acting with an ulterior motive, but when these roles are used to manipulate others they are not legitimate. Following are sample games:

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Rapo

Have you ever noticed how some people seem to give others a come-on and then when they get the expected response, brush them off? If so, you've seen the game of Rapo.

For example, if one student flirts with another, gets a positive response, then refuses further advances, the game is likely to be Rapo. In the game of Rapo the surface transactions seem honest. However, there is an ulterior transaction, Child to Child. It is often nonverbal such as batting eyelashes, a knowing grin, or a phoney smile. "Say, aren't you new around here?" said with a flirty look could be a come-on. If the new person is hooked and then brushes off, a game has likely been played. In a classical game of Rapo the game ends when the person who initiated the game feels innocent and justified in being angry because of the sexual advances made by the other person.

The game of Rapo can be played between people of opposite sexes or people of the same sex. It does not always have a sexual undertone. The same dynamics are working whenever there is a come-on followed by a brush-off. This happens when one person comes on friendly, then rejects the other person who responds in friendship. The complementary game of the second player is likely to be Stupid or another game called Kick Me. In both these games one person inflicts the put-down and the other accepts being put down and feels vaguely guilty.

The Wooden Leg Game

When people play Wooden Leg, they use some real or imaginary handicap as an excuse for not achieving anything. For example, one student was asked by a counselor why he didn't study harder and put more effort into learning how to read better. In his frustration, he responded, "What do you expect of me, I came from a broken home." This student had been using an unhappy family experience from his past as an excuse for not having to study or achieve anything significant. This kind of excuse is like pretending to have a major physical handicap. It's like saying, "What can you expect of a poor person with a wooden leg?" Rather than going ahead and doing whatever is possible, a person playing this game uses a handicap--social, physical, educational, personal background--in order to manipulate others and to belittle their achievement. People with serious handicaps may or may not play this game. Helen Keller, for example, didn't.

Poor Me Games

Many games played from the Victim position come under the heading of Poor Me. People play this game when they indulge in feeling sorry for themselves and pitying themselves. They have taken the position that they are not-OK, they are not able to solve problems or learn how to do things in a new way. They get

negative strokes out of complaining and whining and feeling sorry for themselves. "Why can't I be as good looking as the others (Poor Me)." "I never get the car (Poor Me)." "Everybody else stays out late. Why can't I? (Poor Me)." "Nobody else has to work on Saturday except me (Poor Me)."

A variation of Poor Me is Ain't It Awful. In this game the player does a lot of talking about how bad things are and often exclaims, "Ain't It Awful," and tries to get others to agree. Again, however, the player does not take any action to improve the situation. In fact, Ain't It Awful players keep things bad because it helps them perpetuate their role of phoney Rescuer.

Another variation of Poor Me is Why Does This Always Happen To Me? People who play this game tend to feel that they are singled out for bad things to happen to them. They suffer more misfortunes than other people. They may not be aware that unknowingly they arrange things or set things up so that something goes wrong.

Games that are played to get a put-down are often started by Victims. The players may take a physical stance or posture that makes them appear victimized. They may even use a tone of voice that is whiney, confused, or sad, which is part of the drama of playing the game. Usually Victims act like martyrs. In this self-sacrificing role they may appear as Persecutors to others. For example, a person who says accusingly, "I've given you so much, and I've sacrificed so much for you, I don't understand how you

can talk to me that way," is playing the dialogue from the Victim role; however, the person being spoken to may feel persecuted by the Poor Me player.

Games people play to get themselves put down come out of negative childhood experiences. These experiences lead to decisions, such as "I can never please anyone," or "I'm stupid," or "I won't get close to people. They might die." These decisions are then crystallized into psychological positions and later reinforced with particular games. Games played from the Victim role reinforce some feeling of I'm not-OK, therefore I deserve to be put down.

Now I've Got You

People who play the game of Now I've Got You wait for someone else to make a mistake and then strike out at them like a cobra, releasing venom and making the other person suffer. For example, one employer who played a mild form of this game often gave incomplete or unclear instructions. When the employee didn't do the work right, this employer would find fault with it and strike out by being critical in front of others. When playing a harder game, this same person threatened firing the worker and sometimes did. This felt like poison to the employees and spoiled their references.

Employees may also relish playing the game of Now I've Got You with the boss. It can give them a lot of satisfaction to find that the so-called authority figure makes mistakes too.

The same game can be played with friends or schoolmates. One person leaves money, jewelry, clothes, homework, or sports equipment around and then "catches" another person in the act of "borrowing" something without asking. The Now I've Got You player can thus accuse the other of stealing.

You can see how one person's Kick Me game and another's Now I've Got You may be complementary. One person provokes a criticism, hoping to get the familiar negative stroke for the Child; the other obliges by coming on as Critical Parent.

Uproar

Uproar is often a loud game involving put-downs by each person. In Uproar people argue with each other. The game starts when one person's accusation or criticism hooks another's not-OK Child, which becomes defensive. The interchange quickly leads to feelings of resentment. When the right amount of resentment is collected the two players feel justified in turning their backs on each other and stamping away. Uproar usually leads to psychological or physical withdrawal.

1. Friend: "You were supposed to return my book today. I should have never given it to you. Now I'll be late with my assignment."

2. Friend: "Why didn't you tell me that. You said the end of the week, and today's only Wednesday."

1. Friend: "You know I have a math test Thursday. I'd have to have it on Wednesday in order to bone up for my test."

2. Friend: "You should have said so. You loaned me the book and told me not to worry about it till the end of the week."

1. Friend: "This always happens when I loan you something. It'll be your fault if I flunk my test."

2. Friend: "You've flunked plenty of tests without that excuse."

Uproar is now well on its way with accusations and defensiveness or counter-accusations between the two friends.

Uproar is also a common family game which isolates family members from each other and builds up resentment for the next game of Uproar.

People play games for many reasons: to reinforce their opinion that I'm not OK or You're not OK; to elicit reinforcement; to justify their behavior; to avoid open or honest relationships; and to delay making changes. Regardless of the motivation, games are destructive to persecutor, victim, and rescuer because they are dishonest and manipulative.

ACTIVITY 11

GAME PLAYING

Purpose: To provide participants first-hand observation and participation in games.

The group leader will explain this role-playing situation and offer suggestions to the dyads who will participate as players.

ACTIVITY 11

GAME PLAYING

STEPS: 1. Divide the group in half, with role-playing participants (Group 1) in two smaller semi-circles on the inside and observers (Group 2) in a large semi-circle facing the role-players.

observers

role-players

2. Assign half the observers the task of observing body language indicative of each role-victim, persecutor, rescuer; assign the other observers the task of noting specific language indicative of that role.

3. Assign each group of role-players their situation. See step 6 for assignments.

4. Allow each role-playing group approximately 1 minute to discuss among themselves representative responses from their particular role.

5. Have each group suggest members to actually role play the discussed responses.

6. Repeat for each of the following situations:

   A. Your friend's spouse is having an affair. You think you can save him/her from much psychological pain

      Player from Group A: Rejected Spouse/ Victim

      Player from Group B: Consoler/Rescuer

B. Your best student has been a behavior problem lately. You decide to seek retribution by notifying him/her this semester's grade will be lower because of classroom antics.

Player from Group A: Angered Teacher/Persecutor

Player from Group B: Astounded Student/Victim

C. You don't want to serve on the curriculum committee but have no socially acceptable excuse for your principal.

Player from Group A: Overworked Counselor/Victim

Player from Group B: Irritated/Persecuting Principal
Condescending/Rescuing Principal

7. Ask each set of observers to share with the group what they saw or heard indicative of each role--victim, rescuer, persecutor.

Leader Notes

The next section confronts the problem of converting self-defeating roles or interactions to appropriate ones. In introducing this section you may want to stress that just as verbal interactions also have nonverbal components (as the observers noted in the last exercise) verbal interchanges require appropriate listening as well as appropriate verbalizations.

You may wish to use the exercises that follow if your guidance team members are not sufficiently skilled in reflective listening. These optional activities may be considered a pretest to determine your group's skills.

ACTIVITY 11-A
(Optional)

REFLECTIVE LISTENING EXERCISE

Read each of the items on list of Practice Sentences for Reflective Listening twice with a consistent inflection in your voice. After each item, have the participants write the feeling they heard being conveyed. Then have all participants share quickly with the group what they heard. If there is disagreement on the feeling message, discuss the item and reach a resolution or clarify the differences.

ACTIVITY 11-B
(Optional)

REFLECTIVE LISTENING DEMONSTRATION

As group leader, demonstrate appropriate responses to statements made by a participant volunteer who talks about one of the topics included on the list that is titled: Discussion Topics for Listening Exercises. Your volunteer may prefer to choose a different topic and should be encouraged to do so.

ACTIVITY 11-C
(Optional)

REFLECTIVE LISTENING TRIADS

Divide the participants into groups of three with those who have had training in active listening divided among the groups. (One or two may also assist by moving from group to group giving feedback and assistance along with the facilitator.) Each member of the triad will rotate between the speaker, listener and observer roles. The speaker will share with the listener his/her thoughts and feelings on a subject he/she feels strongly about. The topic may be drawn from the list used above or may be determined by the triads. The speaker is to be encouraged to keep his/her statements relatively short in the beginning so that listener will not have too difficult a time. The listener will reflect back to the speaker what he/she heard in terms of thoughts and feelings. The observer will monitor, offering feedback and making sure the others remain within their prescribed role.

Return to the large group for a brief discussion of the previous activities.

After the participants have learned to identify the feeling level of the statements, the facilitator will demonstrate reflective listening responses using one or two of the above statements.

Next, the facilitator will read selected responses again and have the participants write reflective listening responses and share with the group for practice. This will be followed by a brief discussion.

LEADER OPTIONAL MATERIAL

Practice Sentences for Reflective Listening

Following are some typical feeling statements students might send. The facilitator may select from these or make up his/her own for workshop participants to use for practice. Participants are to identify the feeling of the sender. While there will usually be more than one possible right answer, the voice intonations used by the facilitator in reading the statements will narrow the possible correct choices.

1. "I'll never be able to pass algebra no matter how much I study."

2. "George Benson asked me to the homecoming game Friday and I told him I would go; then Frank asked me Monday and I really wanted to go with him so I said yes. And now, I don't know what to do."

3. "I don't see why I got suspended, none of the other kids did."

4. "My dad said if I don't get my hair cut, he is going to shave my head. It's my hair and I don't see what right he has to tell me what to do with it. I mean, I keep it clean and everything. I just don't think he has the right."

5. "Will you check my paper; I want to make sure I'm doing it right. You know, what you want."

6. "I hate this school and everybody in it."

7. "I don't care what you say, you're just trying to con me."

8. My mother's real sick. The doctor said she'd be alright, but I've got this funny feelin' somethin' bad is going to happen."

LEADER OPTIONAL MATERIAL

Discussion Topics for Listening Exercises

Open campus for junior and senior high schools

Forced busing

CIA

Kessinger

Premarital sexual relations

Abortion

Women's liberation movement

Men's liberation

X-rated movies

Ted Kennedy for President

George Wallace for President

School dress codes

Movie and TV censorship

Violence in the movies

The Middle-East situation

Grain sales to Russia

The consumer movement and Ralph Nader

Hank Aaron

ACTIVITIES A, B, C

(Optional)

If you decide to use one or more of the Optional Activities be sure to summarize the importance of reflective listening which characterizes the adult, rather than the child or parent role. This will aid in your transition to Activity 12.

ACTIVITY 12

CHANGING SELF-DEFEATING ROLES

Purpose: To provide experience in changing the components of self-defeating roles and interactions.

One fellow recently reported that he was not satisfied with his lack of close friends. He felt it hard to establish satisfactory and satisfying relationships with others. With some help from a friend (feedback) he discovered that his child-like greetings were often preceived in transactions as hostile putdowns, e.g. "Hi dummy, it's good to see you finally got here." With this new awareness and his friends help (peer contact to remind him via wink, nod, or comment of his inappropriate greetings to others) he bagan converting more natural feeling responses to more adult-like responses that facilitated complimentary transactions. The above greeting given as an example might have been changed to "Hi Fred--hey I've missed you and was afraid I'd not get together with you today. I'm really glad you could get here."

This exercise is designed to help you review times when you enjoy and don't enjoy being parent-child-adult-like and how these times affect your transactions.

ACTIVITY 12

BLOCK CHART

Write a description for each of the blocks in this chart. You may want to refer back to the content area "Me and Others: A Conceptualization" for examples of these roles.

	Parent-like	Adult-like	Child-like
Common transactions where I enjoy this state.	1. 2. 3. 4. 5.		
Transactions in which I find myself involved but which I do not enjoy.	1. 2. 3. 4. 5.		

ACTIVITY 12

CHANGING SELF-DEFEATING ROLES

When each participant has finished his/her block chart (allow 20 minutes for this), members should divide themselves into dyads or triads, compare and discuss one anothers transactions as listed in the chart. Instruct them that they should focus their discussion on

a. Appropriateness of the behavior in the specified transaction - appropriate for self? for other(s)?
b. Action/responses a person might employ to facilitate movement toward appropriate parent-adult-child behaviors.
c. Participants should select the type of transaction they'd like most to change and ask their partner(s) to repeatedly create the situation and allow themselves 5 to 10 minutes to practice improved responses. The partner should be permitted 5 to 10 minutes to give feedback about how he/she felt in the transaction. Did the partner feel worth, respect, trust, confidence?
d. Repeat the above steps switching roles in the dyads or triads to allow the partner(s) an opportunity to practice behaviors that will facilitate his/her movement toward the goals.

Finally, with participants reassembled in the total group, you may want to note: While a person may enjoy being child-like or parent-like because these roles are self-fulfilling and gratifying, from an interactional point of view these roles may be at the expense of others. The goal is to develop more appropriate child, parent, and adult-like behaviors and more complimentary interactions. This exercise can be helpful to participants in their efforts to progress toward both goals.

When a more extended effort for change is needed a change contract might be utilized. This concept is presented in the following content section and Activity 13. The content area will provide a very brief mini-lecture or reading assignment.

C. DECISIONS AND REDECISIONS

The young child is bombarded with all kinds of messages from parents, parent figures, and media. These messages provide bits and pieces of information, scraps of conversations, a touch, a glance, a motto on the wall, a prayer before supper, a T.V. commercial, lectures from parents and teachers, in short, a flood of data. The incoming data is intrepreted by the child, with a child's logic and a child's store of information. Out of all of this he/she retains some and discards the rest. This incoming data serves as the basis for the child making decisions about him/herself and how to survive in this world.

These decisions that the child makes determine much of his/her life far more than the messages sent or received. The injunctions and counter-injunctions sent to a child will influence the decisions made, but are not "implanted" in the child. The child growing up in the ghetto may get many "don't make it" messages and still decide to make it, though he/she is less likely to than if other messages were sent. In addition, a child may hear and "buy into" messages that were never sent and never intended. For example, when one parent dies while a child is young, the child may make a decision not to be close to persons of the dead parent's sex, as a child's logical way of avoiding that kind of

hurt. Yet, it is unlikely the parent intended or wanted that kind of message to be received.

Once people have made a decision, they tend to see future events in light of the decision. Often they only remember or choose to see events which support their decision or else distort events to fit their beliefs. People also interact with the world and others in ways to confirm these early decisions. This is one of the reasons why some people engage in psychological game playing. Over a period of time people no longer keep the rule of decision in their awareness, though they still operate on the basis of it. Indirectly we reinforce these rules and provide guidelines for life through the early memories we choose to remember and the dreams we create for ourselves. And all the while we continue through life with our selective vision, reading the National Inquirer and Star to prove what a dangerous place the world is or finding every story available about how men have jilted or cheated women to prove how men can't be trusted. All the while, we do not let ourselves see how we are selectively gathering evidence. Thus, it is these early decisions or rules that a person makes that are at the basis of self-defeating behavior. Even when the rule is fairly close to reality, it is potentially self-defeating, for at the basis for all early decisions is an absoluteness, an inflexibility, that prevents freedom and clear thinking. Many times a person's decision will have qualifiers, but within these

limits there is still the absoluteness that is potentially self-defeating.

People may redecide early decisions and free themselves from the constructive boundaries of their early decision. One of the most common ways in which people redecide is through counseling and therapy, but these are not the only ways. When a person's life situation provides a great deal of evidence contrary to a decision, a person may modify or give up their old rule. For example, a black woman, who as a child decided that whites can't be trusted, is assigned a partner at work who is white and over a period of time they become friends. That woman may then redecide. She may redecide that no white person except her friend can be trusted, or some whites deserve to be trusted and some don't, so she will judge each individually. On the other hand, she can keep her old rule and say to herself, "My friend really isn't white, she is really black on the inside."

When our experience conflicts enough with a decision we have made and we allow ourselves to see it, we are likely to make some sort of redecision. One way of challenging old decisions is by letting ourselves be aware, do some reality-testing, try out new behaviors, get feedback from others. When we deliberately decide to behave differently and do, and at the same time are aware of how we might sabotage ourselves and do not, we lay the groundwork for change.

Not all decisions can be dealt with easily (and the above steps are not that easy, it takes courage and effort). Some changes are better facilitated in the process of therapy. However, people can do a great deal for themselves without counseling or therapy. The following change contract is one way.

ACTIVITY 13

CHANGE CONTRACT

Purpose: To involve participants working in dyads, helping each other make a limited change contract.

This procedure is most effective when the person limits him/herself to one specific change he/she wants to make and will then clearly state the change in unambiguous language without tentativeness. If the desired change is of the "should," "supposed to," or "need to" variety, it is important for the person to see what his/her Free Child or kid part will get out of it. If the person does not see much positive or fun in it for him/herself, he/she is not likely to carry through with the contract. Also, if a great deal of work or extended time periods are involved before the "pay-off," it is usually important to build in some fun for the "kid" along the way. That is often one of the problems with schools; there is not much built in for the "kid" part of students (or teachers, for that matter) that is not far off in the future.

STEPS: 1. Participants should pair up to work on their contracts. The role of the listener is to guide, clarify and draw-out the person making the contract and to point out when he/she avoids, is unclear, or strays from the format.

2. Instructions to person A in the dyad:

   a. Have your partner state the change he/she is going to make in clear, concise and non-tenative language. For example, "I will do this" or "I will stop that". Thus, the following statements are not acceptable: "I will try", "I wish", "I think I want to", "I hope to", "I kinda, sorta", "I'd like to", etc.

      If the person begins with "I should", "I ought to", "It would be best", "I need to", "My mother wants me to", "The teachers say", etc., ask them if they want to make the change. Only if they want the change. Only if they want the change for themselves will they be likely to carry through.

   b. Next, have the person close their eyes and in fantasy picture themselves a few weeks or months down the road after making the change. Have them state the ways in which they and their lives are the same and the way they are different.

   c. Ask them to list how others will know they have made the change they are contracting for. It is important for the person to state observable behavioral changes, not simply covert changes.

   d. Have the person make a list of what is in it for them if they do make the change and start behaving differently. Again, if they do not see anything in it for them, they are not likely to carry through. (To make someone else happy is not for one self).

   e. Next, have the person make a list of the ways they are presently stopping themselves from making the change. This may be things they are directly doing themselves or ways they are shifting the responsibility on to others.

   f. Have the person list what they need to do to accomplish the change. The clearer and more specific the list, the better.

   g. Develop a step-by-step plan to action with the person.

   h. Ask the person to list all the ways they might sabotage themselves if they wanted to. It is appropriate for the guide to add possibilities that

the person may not come up with. However, give the person time to come up with them on their own first.

i. Reverse roles and repeat this exercise--step "a" through "h".

j. When both dyad members have experienced both roles, each should complete in writing the following contract form.

CHANGE CONTRACT FORM

1. Statement of what I will change:

_____

_____

_____

2. How my life will be different after I do the above:

   a.

   b.

   c.

   d.

   e.

   How my life will be the same:

   a.

   b.

   c.

   d.

   e.

3. How others will know I have changed:

_____

_____

_____

4. Some fun/exciting/neat things I will have in store for me are:

   a.

   b.

   c.

   d.

   e.

5. How I am stopping myself now from changing:

   _____

   _____

   _____

   _____

6. What I specifically need to do to accomplish this:

   a.

   b.

   c.

   d.

   e.

7. My plan of action is:

   1.

   2.

   3.

   4.

   5.

   6.

   7.

8. If I wanted to sabotage myself in this change, this is how I would go about it:

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

ACTIVITY 13

CHANGE CONTRACT

Stress the importance of attempting personal changes on a limited and systematic basis. Encourage participants to re-use this strategy for implementing additional changes in their lives following the conclusion of this workshop. This strategy has demonstrated value as a change process facilitating the achievement of self-validation. In concluding this section you may also want to note the use of such contracts in the school setting (ask participants for sugge<tions) and the use of such contracts in facilitating three important components of Self-Validation:

Independence

Identity

Confidence

These should be reemphasized as you introduce the final activity in which individuals will be defining an implementation plan of their own.

IV. IMPLEMENTATION

ACTIVITY 14

ESTABLISHING RELEVANCE

Purpose: To provide an opportunity for group members to clarify their opinion of self-validation in the school.

STEPS:

1. Review the content and process of this training package to discover what experiences and content could apply to students in schools you represent. Each participant should make a list of his/her favorite content and exercises.
2. Rank order the list from step 1.
3. Share individual material from steps 1 and 2 with the total group and tabulate the information on newsprint.
4. Decide as a group the extent of interest in implementing this focus for students and staff in your schools. The leader will use masking tape (or an imaginary line) to make a diagonal line across the room. At one end of the line write "I strongly believe this focus should be implemented in my school", at the other end of the line write "I feel strongly that this focus should not or

need not be implemented in my school." Place a chair in the exact middle of the line. No one may occupy that position. Without discussion but allowing 3 minutes for thought, each person take a position on the line until the entire group has taken a stand. Now survey the line and determine where you and your group stands on the issue. Each person should now state clearly his/her position and his/her reasons for the stand he/she has taken. No questioning except for clarification at this point.

5. Allow 3 minutes for anyone who wants to change their position.
6. Discuss the results of the above 5 steps to determine whether to implement this focus in the schools you represent.
7. Discuss the process above and how it might be useful in helping people clarify their own feelings and thoughts and how it may be helpful in building confidence in one's own importance as a significant contributor. How would the process need to be conducted to insure these outcomes?

ACTIVITY 14

ESTABLISHING RELEVANCE

In this entire 7 step process you **should** provide only as much direction as the group requires, encouraging their independent discussion as much as possible but not allowing discussion to lag. Then move quickly into Activity 15.

ACTIVITY 15

PROGRAM DEVELOPMENT

Purpose: To provide an opportunity for developing a systematic self-validation program in the school setting.

The leader will divide participants into three groups. Each group will develop a step by step procedure for implementing the self-validation focus in the schools represented.

Group A will develop a plan for Individual Development focusing on how school staff might be aided or trained in self-validation skills.

Group B will develop a plan for System Support Services focusing on services such as resource center, library, and materials necessary to staff and equip a center that aids students and teachers with self-validation related questions.

Group C will develop a plan for On Call Responsive Services focusing on a system such as peer counseling which would be responsive to crisis or daily needs situations which students or teachers might experience.

Group D will develop a plan for Curriculum Based Services focusing on how self-validation units might be incorporated in new or existing courses.

Each group should focus on specifics such as

1. Who is responsible for this service?
2. Who (students, staff, administrators, teachers) will be involved?
3. What specific steps will be used to get the new program started?
4. What resistance might encounter?
5. How will you handle your resistance?
6. What existing resources might you use?
7. What resources outside your school but within your school system or community might you draw on?
8. Who will aid in the planning of this system?
9. What role will students have in the planning and implementation?
10. To whom will you go for support--emotional or financial?
11. What, if any, provisions for system evaluation will you use?
12. How will students and staff not involved in planning be made aware of this service?
13. What role will the school career guidance team plan in this service?
14. Will in-service training of students/staff be needed before this plan can be implemented?
15. If so who will conduct it, in what format, and when?
16. What (content, activities, etc.) from this workshop might you adopt or adapt for this service in your school.

Write your plan in outline form to be presented to the large group for discussion. Choose one small group member to make the presentation.

ACTIVITY 15

PROGRAM DEVELOPMENT

Your role here should be minimal. Merely circulate among the groups providing assistance when needed. When all groups have formulated and written down an outline, have each group spokesperson present the plan for large group discussion and evaluation. Complete the discussion and evaluation of each plan before moving to the next. You may want to have copies made of these plans to distribute to each individual for future use. Any questions or comments from participants about the workshop focus should be answered or clarified at this point.

The Last Word

In our society the search for self acceptance seems omnipresent. We, as individuals and as a people want to feel better about ourselves. In our quest of self acceptance we sometimes find it difficult to put the pieces together in such a way that the resulting pictures of ourselves are positive. The ever-increasing pace and complexity of our lives too often contributes to the creation of negative or self-defeating pictures. We have made best-sellers of many self improvement books.

I'm OK, You're OK

I Ain't Much Babe, But I'm All I've Got

Winning Through Intimidation

The Identity Society

What Do You Say After You Say Hello

Why Am I Afraid to Tell You Who I Am

Games People Play

How to Become Your Own Best Friend

How to Say No Without Feeling Guilty

The task for us is apparent. We need to help students develop feelings of competence and confidence. Students need to be able to validata their own feelings of self worth. An assumption underlying this package is that:

interpersonal effectiveness is determined by intrapersonal effectiveness.

We trust that this workshop has been a positive experience for you. We hope we have challenged you and helped you to consider some techniques and strategies for facilitating the self validation efforts of students.

You may wish to consult the following list of resources for further information and for student-oriented materials in this area.

Resources

James M. & Jongeward, D. Born to Win. Reading, Mass.: Addison-Wesley Publishing Company, 1971.

James M. & Jongeward, D. The People Book. Menlo Park, California: Addison-Wesley Publishing Company, 1975.

Simon S. I am Loveable and Capable: a Modern Allegory on the Classical Put-Down. Niles, Illinois: Argus Communications, 1973.